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ABSTRACT

Many departments of educational administration might be operating disjointed master's degree programs. On one hand, regular faculty members teach foundation courses and research theory. On the other hand, adjunct professors, who make up an "invisible faculty" and commonly work in isolation from the regular faculty and even one another, teach the practical courses in educational administration. This publication reports on an informal study conducted by the American Association of School Administrators that explored the nature of this situation. Surveys were sent to school superintendents, 295 of whom responded. Responses show that these superintendent-adjunct professors commonly teach core courses, such as school finance, school law, educational leadership, and administration. They commonly develop their own course syllabi without guidance from university colleagues. They interact most frequently with fellow superintendents instead of university professors. Because they are already paid through their superintendent jobs, they are not bothered by low adjunct salaries. Their primary motivation for being an adjunct professor includes personal growth, passing on their professional knowledge, and hopes of improving the training of new leaders. Little communication exists between adjunct and regular faculty members, which adjunct faculty members are comfortable with because of a well-developed sense of who and what they are. (RT)

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The Unholy Alliance Between Departments of Educational Administration And Their "Invisible Faculty"

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AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

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The Unholy Alliance Between Departments of Educational Administration And Their "Invisible Faculty"

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The Unholy Alliance Between Departments of Educational Administration And Their "Invisible Faculty"

By Joe Schneider[1]

Introduction

The American Association of School Administrators (AASA) has long had an interest in the way universities prepare school principals. The level of interest has peaked in recent years. This results from a recognition that school leaders need to be better prepared than ever before for the challenging task of administering schools. But the interest also results from surveys of superintendents that demonstrate their discomfort—some would say disgust—with the way universities are preparing principals.

The concern about the quality of university-based preparation program is widespread and includes those who train, hire, license, and represent school principals. Consequently, the 11 associations[2] that constitute the National Policy Board for Educational Administration (NPBEA) have expended considerable energy and expense in the past seven years to do something about these programs. Specifically, the NPBEA aligned with the National Council for the Accreditation of Teacher Education (NCATE) to rework the standards by which the accrediting body reviews departments of educational administration. In turn, the NPBEA has assigned to four of its members (AASA, along with the Association for Supervision and Curriculum Development, National Association of Elementary School Principals, and the National Association of Secondary School Principals) the task of actually conducting the reviews of departments of educational administration. The latter activity, the Educational Leadership Constituent Council (ELCC), was housed at AASA from 1999 through 2002. During that period this author chaired the Council; at the same time, he served as executive secretary of the NPBEA, a post he currently retains.

The point is, AASA has devoted significant staff resources to the task of improving university preparation programs for school leaders. As an extension of that work, AASA began to examine the quality of faculty employed by universities to train school administrators. That examination brought the author into contact with the "invisible faculty" in this endeavor: practicing school superintendents who work, frequently out of sight and out of mind, as university "adjunct faculty."

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[2] American Association of Colleges of Teacher Education; American Association of School Administrators; Association for Supervision and Curriculum Development; Council of Chief State School Officers; National Association of Elementary School Principals; National Association of Secondary School Principals; National Council for the Accreditation of Teacher Education; National Council of Professors of Educational Administration; National School Boards Association; and the University Council for Educational Administration.

The author's interaction with tenured, full professors of educational administration confirms the widespread use of these adjuncts. Most if not all universities employ them to teach graduate courses in educational administration. But the regular faculty members seem to be a little fuzzy about their own adjunct colleagues. That is, they are unsure of who they are, what they teach, how they are reviewed, or even if they are doing a good job.

Pushed, most of the regular faculty members admit they have little to nothing to do with their adjunct faculty. They interact infrequently, and then only informally. They make the assumption that the adjuncts are doing an okay job; if not, they say, the students would be complaining. Needless to say, the regular faculty insinuate, adjuncts can neither teach as effectively as regular faculty nor possibly possess as much knowledge. Adjuncts, for the most part, are viewed by regular faculty as second-class colleagues and talked about and treated as such.

Professors of educational administration might be forgiven for their attitude toward their brother and sister faculty. After all, nobody asks professors if the department ought to employ adjuncts. The decision is made above their pay grades. University administrators hire adjuncts because they are a less-expensive alternative to regular, tenure-track faculty. Consequently, a university that views its graduate programs in educational administration as a "cash cow" operation, to quote NCATE President Arthur Wise, is going to be tempted to offer courses with lower-paid faculty (Beem, 2002),. The university administration is also mindful of the fact adjuncts don't require offices, administrative support, or even faculty parking. Besides, part-time faculty can be hired with ease and let go with even less difficulty.

The widespread use of adjunct professors and their relationship with regular faculty pricked the interest of AASA. That is, if the adjuncts are in fact second-class faculty members, to what extent are they responsible for the less-than-sterling reputations of departments of educational administration within their own universities and elsewhere? Are adjuncts teaching only electives, thus assuring students access to the regular faculty for core courses? Or are adjunct faculty members teaching the "craft knowledge" courses while the regular faculty teach the more social science sounding courses such as research methods and foundations? Does the use of adjunct faculty contribute to the lack of coherence that characterizes so many departments of educational administration?

And finally, the adjuncts themselves intrigued staff at AASA. Clearly, a large number of these part-time faculty members are full-time superintendents. A quick check with several prominent superintendents led the author to embrace the hypothesis that adjunct faculty might well be a cut above the typical school administrator.

All of this led AASA to develop a questionnaire and send it to its active members. AASA said, "If you're a superintendent who teaches part-time in a graduate program in educational administration, we'd like to ask you some questions." Nearly 300 superintendents filled out the questionnaire, giving AASA, and now you, more insight into this segment of the adjunct professorship than exists anywhere else.

As a necessary caveat, it's worth mentioning the study's limitations. First, and most important, nobody knows to what extent the 300 or so responses AASA received represent the adjunct professors in the field of educational administration. Nobody even knows what percentage of all superintendents teaching educational administration graduate courses the sample represents. Second, school administrators other than superintendents teach graduate courses in educational administration. The AASA sample of superintendents, in other words, might not be indicative of principals or central-office staff who serve as adjunct professors.

Characteristics of Superintendents as Adjuncts

Generally speaking, the superintendents who put in extra hours teaching graduate courses in educational administration are a cut above the average. The survey of adjunct faculty produced this composite picture of the typical adjunct professor:

> The adjunct professor is a white male, in his early 50s, with an earned doctorate from a reputable university. He is currently employed as a superintendent and has more than ten years experience as a school administrator. He has a good reputation as a superintendent and was recruited by the chair of the department of educational administration in a local university to teach in its administrator-preparation program. The superintendent-as-adjunct-professor enjoys teaching graduate students, has been doing it for several years, and plans to continue to do it for the foreseeable future. His primary motivation is to help to improve the training of new school administrators.

Of the 295 superintendents who responded to AASA's survey, 44% of them were between 51 and 55 years of age, with another 20% being either five years older or five years younger. This age span overlaps the most productive years of the average superintendent. That is, many superintendents—in the prime years of their superintendency—are willing to add the task of teaching late-afternoon or evening classes to their already demanding schedules.

Although the overwhelming majority of superintendents who responded to the AASA adjunct faculty survey are men (79%), that percentage is less than might be expected given the fact women only hold about 14% of the superintendent posts.

Universities prefer to hire faculty with earned doctorates and this practice includes their adjuncts. Nearly 87% of the superintendents who responded to the AASA survey have an earned doctorate, with slightly more of them holding the doctorate of education degree (EdD) than the doctor of philosophy degree (PhD). Those without a doctorate hold at a minimum a master's degree. Most of the latter have earned a "certificate of advanced study" or have completed "all but dissertation" leading to the doctorate.

Given the large number of doctorate-granting institutions in education, it stands to reason that superintendents would run the gauntlet in terms of their alma maters. And they do. But just about half of the respondents to AASA's survey earned their doctorates from the 67 institutions that make up the membership of the University Council for Educational Administration (UCEA). Their admissions and graduation requirements are generally considered to be a step up from their competition. Universities within this group that prepared multiple adjunct professors include the

University of Missouri, Columbia; University of Wisconsin, Madison; University of Nebraska; University of Texas, Austin; Washington State University; Pennsylvania State University; Rutgers University; and the University of Colorado, Boulder.

The survey data don't enable a reader to determine the extent to which the prospective adjunct's university training factors into hiring decisions. It probably isn't as important as the superintendent's reputation in the local community as assessed by the chair of the department of educational administration doing the recruiting.

Reputation seems to be key, given the fact the superintendents responding to AASA's survey said they were recruited into university teaching; only 5% said they actually applied for an announced opening. Sixty-three percent said a full-time professor recruited them (probably the department chair), 13% said other adjunct professors recruited them; and 13% simply recall hearing about an opening "by word of mouth."

Once hired as an adjunct, the superintendents in AASA's study appear to retain the position. While 31% of the respondents were in either their first or second year as an adjunct, 45% have been teaching graduate courses for 3-9 years. Another 12% have been doing it for 10-14 years and 12% have been in front of late-afternoon or evening classes for over 15 years.

Most departments of educational administration offer master's degrees and advanced certificates, but not a doctorate. Even in institutions with both degree programs, most of the graduate students are seeking the master's degree. Consequently, it makes sense that the vast majority of superintendents in the AASA study are employed to teach in MA programs (62%) or post-master certificate programs (25%). Only 13% of the respondents say they teach courses leading to either the EdD or PhD. This suggests the superintendents are primarily employed to help train students aspiring to be school principals.

What Superintendents Teach as Adjuncts

Superintendents are a versatile lot, and their breadth of experience and skills is enormous. It's not surprising, then, that superintendents working as adjuncts teach a potpourri of courses. Those responding to the AASA survey generated a list of 25 different courses they teach.

Given their lowly status within the university hierarchy, adjunct professors might well be expected to teach the electives, those not-required-for-a-degree courses that students pick to fill out their requisite course-hours requirement. While some adjuncts do teach such courses, that's clearly not the primary purpose departments of educational administration hire them.

Rather, adjuncts are brought in to teach the department's core courses in their master's program. In fact, they are teaching those courses that superintendents say are most closely related to the skills graduates of these programs will need if they wish to succeed as school administrators.

Of the 293 superintendents who listed the courses they teach as adjunct professors, these surfaced as the most common:

- School finance (72 citations)
- School law (50 citations)
- Educational leadership (49 citations)
- Administration (47 citations)

- Human resources (47 citations)
- Curriculum and instruction (46 citations)
- Instructional leadership (39 citations)
- Supervision/management (35 citations)

In most master's degree programs in educational administration, these eight courses are included in the required core; they're seldom electives.

As the reader will learn in subsequent sections of this paper, departments of educational administration don't as a rule treat their adjunct faculty as colleagues. They don't invite them to faculty meetings, involve them in committee work, or include them in planning seminars. Without question, the typical department of educational administration treats its adjuncts with disdain bordering on neglect. And yet these same departments turn their graduate students over to these adjuncts to be taught the core subjects of school administration. Either this smacks of the regular faculty's low regard for the practical side of administrator training, or it suggests the regular faculty lack the background and skills required to teach such courses.

Are Superintendents Qualified To Teach?

A department of educational administration that shared a list of its faculty, void of professorial titles, would offer few clues about which were full-time tenure track and which were part-time adjuncts. Nearly all the faculty listed would have the requisite initials behind his or her name indicating completion of a terminal degree. Such a faculty list would generally include the names of the institutions that conferred the degrees. By those criteria, adjuncts would stack up well against the regular faculty. If experience as a school or district administrator were listed, the adjuncts would outshine their colleagues. It's only when the faculty members list their publications, cite their academic presentations, and mention their scholarly affiliations do the adjuncts pale in comparison.

But are adjuncts qualified to teach graduate students in educational administration? Clearly not, if adjuncts have to demonstrate their research skills; but certainly, if practical experience is the determining factor.

One thing is clear: departments of educational administration have the adjuncts teach courses that play to their strengths. The superintendents are calling on their own experiences and craft knowledge to teach courses that emphasis practice; e.g., school law, school finance, leadership, management, human resources, supervision, and instructional leadership.

Regular faculty members predominantly teach the other core courses, such as research methods, foundations, philosophy, and history. Whether this is practical or even appropriate is debatable. As Professor Charol Shakeshaft says, "The common assumption that full-time professors think about 'the big picture' or theory, as some call it, and that administrators bring relevance and immediacy is not only dismissively stereotypic, it misses the point." And she adds: "Using current employment as an administrator as a proxy for field knowledge is a mistake" (Shakeshaft, 2002).

The AASA survey wasn't designed to answer the question about how well adjuncts teach their assigned courses. At best, the adjunct professors' responses to several questions might provide some insight into that question.

For example, the survey reveals this much:

- The regular faculty have little to no information about the performance of their adjunct faculty (or each other, for that matter); only 18% of the adjuncts report having a formal process for the evaluation of their teaching and only 6% say they are reviewed by regular faculty; and
- Apparently both the adjuncts and the regular faculty members rely heavily on student feedback to judge the worth of the part-timers' teaching skills: 70% of the adjunct professors say they collect student feedback in some form.

Student feedback forms, of course, are frequently a primary means by which departments of educational administration grade all of their faculty, part-time as well as regular. If students were the only judges of faculty teaching competence, adjuncts would more than hold their own (Edmonson & Fisher, 2003).

Some departments of educational administration appear to have procedures for ensuring that the part-time faculty members at least have a course syllabus to guide them, a list of recommended texts for the course they're teaching, and opportunities to ask questions of the regular faculty. But these departments would be the exceptions to the rule.

By and large, departments of educational administration hire superintendents based on their reputations, assign them a course, tell them how to file the students' final grades, and then leave them alone.

The superintendents responded as follows when asked: "How do you select text books?"

- Pre-assigned 37%
- Find on own 42%
- Rely on peers 8%
- Don't use 13%

The superintendents responded as follows when asked: "How do you develop your syllabus?"

- Pre-assigned 14%
- Write own with guidance 46%
- Write own without guidance 35%
- Use what a full-time professor has used 5%

The superintendents responded as follows when asked: "Where do you network with other teaching faculty to improve your own knowledge or teaching skills?"

- At the university where I teach 25%
- From other universities 10%
- From my own alma mater 7%
- Other superintendents 44%
- Make it up as I go 14%

The superintendents responded as follows when asked the question: "How are you assigned the courses you teach?"

- I only teach a course I know a lot about 53%
- I like the challenge of teaching a new course to learn about it myself 15%
- I fill in where needed in the education administration program and will teach just about anything 32%

It may well be that regular faculty would respond in the same fashion to these three questions, so judgments about adjuncts may be out of line. Nevertheless, the quality of instruction has to be questioned when over half of the adjuncts either use text books they select without regular-faculty input or, more troubling, go without any at all. A department of educational administration concerned about integrating the instruction provided to its cadre of graduate students might well be expected to provide adjuncts with a pre-assigned course syllabus or at a minimum assist the adjunct in preparing one. But 35% of the adjuncts write their own.

Those who say they write their own are also more apt to say "other superintendents" when asked who they network with to improve their own knowledge or teaching skills. Given the practical bent of the courses they teach, it comes as no surprise that 44% of the adjunct professors in the AASA sample turn to their profession peers rather than their university colleagues for new knowledge and teaching skills. But the 14% who responded to the question by checking the flip response, "I make it up as I go," are an enigma. Is it possible these are the adjunct faculty who perpetuate the belief that many within their part-time ranks approach teaching as little more than the sharing of "war stories?"

One thing is clear. The superintendents who responded to the AASA survey don't tap any of the usual academic venues to enlighten their teaching. That is, the adjuncts don't read academic journals, attend scholarly meetings, or even meet regularly with other adjunct faculty. Rather, they depend on practitioner publications to keep abreast of their subject area (AASA's *School*

Administrator is the most often cited publication, followed by ASCD's *Educational Leadership*). The adjuncts don't attend meetings that attract regular faculty, such as the American Educational Research Association annual meeting or the annual gathering of the National Council of Professors of Educational Administration. Instead, they attend meetings sponsored by AASA and its state affiliates, ASCD, or the National School Boards Association and its state affiliates.

Equally troublesome is the fact nearly half of the adjunct professors in the AASA sample freely concede that they will teach just about anything (32%) or teach a new course "to learn about it myself" (15%). These adjuncts are well-educated, experienced, district-level administrators. That's some comfort. But the applause meter would be louder if more had answered that they only teach a course they know a lot about.

Why Adjuncts Are Not Bothered by Lousy Pay

The literature about part-time adjunct professors is one long whine about unhappy professionals working for low pay and second-class faculty status (Conley & Leslie, 2002; Knapp, 2002; Townsend, 2002). Most of this literature, though, has little relevance to the superintendents who work as adjunct professors within departments of educational administration. That's not to say the pay isn't lousy; it is. And without question, adjunct faculty members occupy a rung or two down the academic hierarchy. But frankly, the adjunct professors don't care all that much about either their university pay or university status. After all, they earn higher salaries in their regular jobs than their tenured colleagues. And it's a rare superintendent who doesn't believe his professional stature far exceeds that of the average education professor.

Little actual data are available to determine if superintendents working as adjunct professors are paid an adequate salary, using the term "adequate" to mean "comparable." That is, do superintendents working as adjuncts earn less, as much, or more than other adjunct professors employed by the same institution?

Obviously, it's not in the university's best interest to display data about adjunct faculty, particularly if different departments pay different amounts. The literature does suggest that the amount paid an adjunct is highly subjective and generally determined by the department chair who bases it on a formula that factors in (a) amount available; (b) precedent; and (c) what it takes to convince a qualified individual to teach a course.

A recent study by Robert B. Townsend (2002) reported: "The average salary for part-time faculty paid by the course was $2,480 per class." But he went on to say there were wide differences depending on the type of institution, with two-year colleges paying less and PhD-granting universities paying the most. The average (for history professors, not education professors, but it's the best data available) per course pay for an adjunct professor at a PhD-granting institution was $3,628. The average at public institutions is well below the average at private institutions: $2,295 at public colleges and universities compared to $2,664 at private, church-related institutions, and $3,304 at private independent colleges and universities.

If we use Townsend's data about adjuncts teaching history for comparison purposes, then most adjuncts teaching educational administration are probably receiving a "fair" wage.

The superintendents responded as follows when asked the question: "How much do you get paid to teach one course?"

- Under $1,000 6%
- $1,001-$1,500 7%
- $1,501-$2,000 20%
- $2,001-$2,500 23%
- $2,501-$3,000 18%
- More than $3,000 26%

Frequently what one earns is less important than how the pay compares to others doing similar work. Basically, superintendents working as adjuncts don't have a clue about what part-time faculty such as themselves make in their university.

The superintendents responded as follows when asked the question: "Is your salary comparable to what other adjuncts are making who teach graduate-level courses in the college or school of education?"

- Somewhat higher 8%
- Same as others 37%
- Much worse 7%
- Don't know 49%

The superintendents responded as follows when asked the question: "Is your salary comparable to what other adjuncts are making who teach graduate-level courses in other fields at your institution?

- Somewhat higher 4%
- Same as others 24%
- Much worse 6%
- Don't know 66%

Superintendents who labor as adjunct professors are not concerned about their pay, as will be discussed below. But that doesn't mean they want to be taken advantage of by their employing department.

The superintendents responded as follows when asked the question: "As an adjunct professor teaching graduate level courses, do you believe it is important to be paid equivalent to:

	Extremely Important	Somewhat Important	Don't Know	Not Important
Other graduate level adjunct professors within the college of education.	59%	31%	2%	8%
Other graduate level adjunct professors within the university.	47%	40%	4%	10%
Other adjunct professors teaching at community colleges.	37%	26%	15%	22%

What the answers suggest is that chairs of departments of educational administration who play fast and loose with adjunct professor salaries better hope their large-ego superintendents don't find out. Clearly, these superintendents believe it's important to be paid at least as well—even if the pay is a pittance—as other graduate-level adjuncts in the college of education.

Universities traditionally pay low salaries to adjunct professors for a couple of obvious reasons: (a) there is no shortage of qualified applicants for such positions and (b) qualified people will work for little because "they want to be in academia" (Conley & Leslie 2002).

While it's true there probably is no shortage of superintendents with the qualifications and skills to teach graduate courses, it's probably wrong to assume they do it to be in academia. Professors of educational administration from time to time excuse their rather boorish attitude toward adjunct faculty by suggesting they are simply positioning themselves for full-time university employment after they retire from the superintendency. Regular faculty members also believe superintendents take the positions so that they can better recruit administrators for their districts. While both reasons motivate some superintendents, they hardly register alongside the real reason superintendents teach.

The superintendents responded as follows when asked the question: "What is your primary motivation for being an adjunct professor?"

- My own personal growth 13%
- My own intellectual stimulation 15%
- Pass on my professional knowledge 24%
- Hope to improve the training on new leaders 30%
- Opportunity to scout out talented leader candidates for my district 6%
- Opens door for full-time university employment 5%
- Opens door for consulting opportunities 0%
- It's a nice retirement option 0%
- Other 7%

What many university faculty ignore, probably because of the little interaction they have with their adjuncts, is the primary reasons they're on campus. It's not for personal gain or future employment. It's for their own continuing education and for the opportunity it provides them to teach future administrators (See a good description of these motives as described by adjunct professors themselves in the November 2002 issue of *The School Administrator* under the

headline, "Adjunct experiences: Three views from the inside"). This sentiment is widespread among superintendents. They realize how tough the job is to lead a school or a district. Those who've mastered the task learn a few short cuts, develop skills that leadership textbooks overlook, and accumulate wisdom learned first-hand on the firing line. All around them they watch new administrators endure their own baptism of agony and wonder if there isn't something they could do to help good administrators survive and flourish. That's what drives superintendents to university parking lots after dark to meet with students in preparation programs. For most superintendents-as-adjuncts, it's all about giving something back to the profession.

Faculty Ignore Adjuncts, and Adjuncts Don't Care

For the most part, departments of educational administration hire adjuncts to teach and then basically ignore them unless students complain about their teaching. While it's true that some departments, sensitive to the new standards being imposed on them by the National Policy Board for Educational Administration and the National Council for the Accreditation of Teacher Education, are rethinking their relationship to their adjuncts (Waddle & Shepard, 2001), the movement hasn't fully flowered.

The lack of involvement must surely rankle the adjunct faculty. After all, they're heavily engaged on most campuses in training school leaders. And yet the regular faculty basically ignores their adjunct colleagues, thus denying everyone the benefit of their consultation, department-wide planning, and student-specific counseling. Fact is, though, nobody appears to be the least bit rankled.

The superintendents responded as follows when asked the question: "How satisfied are you with the following: please check appropriate indicator?"

	Strongly Satisfied	Satisfied	No Opinion	Dissatisfied	Strongly Dissatisfied
Receive regular communications from department or university	29%	54%	16%	9%	1%
Receive professional development opportunities	9%	29%	47%	12%	3%
Receive adequate orientation from department/university	12%	52%	21%	13%	2%
Opportunity to network with other adjunct professors	13%	36%	35%	14%	2%
Opportunity to network with professors	14%	40%	31%	13%	5%

The way superintendents responded to AASA's survey question suggests a lot of uncertainty about their role as adjunct professors. On the one hand, they're not strongly dissatisfied with anything. Only a small percentage (smaller than 15%) even expresses slight dissatisfaction. In fact, adjuncts who participated in the AASA survey are satisfied and even strongly satisfied with

everything but opportunities for professional development. Even there, more than 50% have nothing to carp about.

What's worth paying attention to, though, is high percentages of adjuncts who expressed "no opinion" to the questions. Nearly half had no opinion about their opportunity to receive professional development, for example. Another 35% had no opinion about their ability to network with adjuncts and 31% said the same about opportunities to network with regular faculty. That's a lot of "no opinions" from a crowd known for expressing its opinion.

Could it be the "no opinion" response essentially means, "Who cares?"

Take the 47% who had no opinion about being provided professional development opportunities by the employing institution. Only 37% of the respondents were either "strongly satisfied" or even "satisfied." Not many departments of educational administration offer their adjunct faculty professional development opportunities. Could be the "no opinion" superintendents were in fact offering an opinion: "Who cares? I have neither the time nor the interest in participating anyway."

That same opinion may account for the high percentage of responses of "no opinion" across the other categories. Sure, it would be nice to network with other adjunct faculty or tenure-track professors. But the superintendents have a day job, and a busy one at that. They already feels perfectly capable of teaching their courses without assistance; selecting their textbooks on their own; and even developing their own course syllabus, if need be. The adjunct professors of educational administration aren't looking for a home in academia. They don't fancy themselves to be professors. And they have no interest in the meetings and conferences professors attend, nor reading their academic journals. The fact is, superintendents are perfectly clear about who they are and what they're doing: they are full-time superintendents first and part-time faculty second.

Conclusion

Too many departments of educational administration, it appears, might be operating disjointed master's degree programs. On the one hand the regular faculty teach foundation courses and research theory. On the other hand, an "invisible faculty," working in isolation from the regular faculty and even one another, teach the practical courses in educational administration.

The regular faculty staff the department's committees, advise the students, and supervise thesis writing. The "invisible faculty" participates in none of these functions, yet they probably account for most of the craft knowledge students take away from their degree program.

Would departments strengthen their programs if they did a better job of integrating the two sets of faculty? Seems logical, although evidence to support that common-sense notion isn't easy to come by (an exception is described by Adjunct Professor Greg Vandal in the November 2002 issue of *The School Administrator* under the headline, "Team Teacnhing"). Adjunct faculty might well have some practical advice to share with the regular faculty. And the regular faculty probably could do a lot to expand the knowledge base of the adjunct faculty.

But integrating the two faculties won't be easy. It may not even be possible. What we have are two cultures that co-exist, but do so without making any demands on each other. The university is able to offer core courses in educational administration without having to pay regular faculty. The superintendents, in their zeal to give back to the profession, are able to get face time with administrators in training without having to forsake the superintendency. The university's regular faculty members, in turn, basically ignore the adjunct faculty. In so doing, the regular faculty members ensure for themselves power and control over the things that matter to them, such as promotion decisions, course offerings, and departmental decision-making.

What we have, in other words, is an alliance--an unholy alliance--where the needs of both parties are being met without either being required to make any significant accommodations for the other. This could change. But it's hard to see what would be the impetus for it. Superintendents are unlikely to have additional time to give their part-time jobs. Higher pay, while desirable, doesn't add hours to the day. And this fact alone probably negates any significant improvements in the collaboration between them and their regular faculty colleagues.

That doesn't mean adjunct faculty members within AASA's membership are uninterested in improving their craft. They recognize that they do make time to network with their professional colleagues. And so when the survey of adjunct professors asked if the superintendents would be interested in attending a professional development seminar if AASA staged it, 65% said "yes."

Next the superintendents were asked: "Would you be interested in meeting with other adjunct professors to discuss mutual issues?" Fifty-six percent said "yes."

The association intends to respond to this interest. It intends to host meetings of adjunct professors in conjunction with other AASA-sponsored events. AASA is going to create opportunities for adjunct faculty teaching the same subject to come together for sharing and swapping. AASA is going to place two adjunct professors on the editorial board of *The AASA Professor* and redirect that journal so that it serves the needs of adjuncts as well as regular faculty. It's also going to encourage the organizers of the "conference within a conference" at AASA's national conference to feature more sessions where regular and adjunct faculty co-present. Finally, AASA is going to make it possible for superintendents who teach graduate courses in educational administration to review and discuss textbooks and to share course syllabi.

The association also plans to conduct a survey of adjunct faculty salaries. AASA wants to ensure that universities are paying superintendents in the top of the adjunct faculty salary range. At the same time, AASA wants its superintendents to know what the going rate is when they are asked to teach a graduate course.

The American Association of School Administrators is proud of the contribution its superintendents-as-adjunct-faculty members are making to the training of future school leaders. AASA intends to learn more about these individuals, better understand the content of the courses they're teaching, and explore with these superintendents how their insights and knowledge can be used broadly to improve both pre-service and in-service preparation programs. Besides, it's time for the "invisible faculty" to step into the limelight and enjoy the recognition they deserve.

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